

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 English Language Arts)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Paths to College and Career in English Language Arts Digital Student Edition (Online Platform/Digital and Print Curriculum)	Publisher	Wiley/Jossey-Bass
SE ISBN	0000042685594	TE ISBN	0000042685593
SW ISBN		Grade Level	9

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)

Recommended with Reservations
(80-89%)

Not Recommended and
Not Adopted
(below 80%)

Total Score - Below is the final score for the materials averaged between the team of reviewers.

Average Score

63%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review receive this recognition.

CLR Recognition

Average Score

33%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The materials provided do not take into account cultural perspectives. In the first half of the material, texts are limited to primarily Caucasian authors from the traditional ELA canon. Students explore authors such as Shakespeare, Emily Dickinson, Poe and Greek tragedy. The non-fiction works do not deal with issues surrounding culture, but focus on finance and nutrition. The student does have the opportunity to learn about cultural concerns in the second half of the material, as they are allowed to choose their own topic to research and present. The material does not give suggestions for differentiation based on cultural perspectives. Further, while there is a narrative workbook, it is primarily for teacher use, covers all grade levels, and does not ask students to explore content from a cultural perspective other than their own.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The materials provided do not include a culturally responsive lens. Topics contained within are written mostly from Caucasian writers, from a middle class perspective. Teachers would need to use outside sources to enhance the selections and add a cultural perspective, but as is, none are readily present.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

63%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials address certain standards thoroughly and repeatedly in the Teacher Guide through several units and modules. However, there are certain standards that are briefly mentioned in name only in both the Teacher Guide and Student Journal without specific student activities to aid teachers and students. The Teacher Guide also includes various guided discussion activities that help students gather evidence and analysis for routine quick writes and homework writing as well. Over the course of the modules, students extend practice with writing standards for expository and synthesis writing. However, the materials do not consistently address the fine tuning of conventions and mechanics, especially in teaching the sufficient syntax lessons students need to truly grasp sentence structure for complex sentences with various phrases and their necessary punctuation.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials focus on specific reading standards; these include citing textual evidence, determining themes or main claims, determining how authors develop a character, or connect ideas. The modules build in rigor very quickly by the third module that includes reading for research. The Student Journal offers various tools to gather textual evidence and ideas gathered from peer discussion. However, the activities for certain standards building up to RL 5 and RI 5 do not fully align or offer the scaffolding, differentiation, or variety of genres or perspectives needed to meet all standards fully.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

This set of materials requires students to write in a variety of modes to achieve a variety of purposes. The materials use various types of texts to analyze literary terms, form claims, and make inferences. Students are offered a variety of writing exercises that vary from quick writes to short research projects, which develop later in the year to become a sustained inquiry based research project. Each section checks student progress in the form of mid/end unit prompt responses. This title provides a variety of checklists and rubrics to support the student in the writing process; however, the standards are merely listed and not incorporated into a method enabling teachers to guide their students towards mastery. According to the Review team, this title does not adequately meet the standards in many of the areas of writing. The most glaring shortcoming, is that in the area of narrative writing. The Grade 9 Standards Map indicates complete omission of the narrative writing standards.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The literature portions in the materials allow students the opportunities to make strategic use of digital media as an opportunity to engage in speaking and listening to peers through peer review discussions. Collaborative learning for reading, writing, speaking, and listening can be found embedded in the standards that guide the curriculum. The majority of listening skills are found in areas like listening to peers present their ideas, positions, or research in small group or whole class settings.

Materials align to language standards.

Statements of appraisal and supporting evidence:

This title engages students in learning language standards by providing examples and worksheets of what various language standards address - i.e. how to use a semicolon, what parallel structure is - but gives the student little opportunity for guided practice before entering into larger writing assignments. The title provides activities in the collaborative portion of assessing language. Students are asked to peer review and self-review prior to submitting a final draft, which is where they have opportunity to address the language standards in their writing over the entire course of the project. The title requires the teacher to find outside resources to assist students in the mastery of grammar, syntax and punctuation.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

This title does not contain any work of significance done by a Native American or Hispanic author. The lack of diversity within the selection of authors is a detriment to an otherwise varied title. The modules focus on works of literary merit, such as *Romeo and Juliet* excerpts from *Letters to A Young Poet*, and "The Tell-Tale Heart," over the first semester and then switch to non-fiction and analysis in the second. However, the pieces written overwhelmingly embrace American authors with few exceptions.

ELA Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

73%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

The materials provide a selection of classical and contemporary fiction and non-fiction texts. Modules 3 and 4 offer a variety of interesting and controversial texts as well as thoughtful outside reading sources for research and synthesis writing. However, the text variety is limited for cultural perspectives or differentiated lexiles. Additionally, the texts do not offer any historical context, author background, glossaries or illustrations that aid students' understanding. The materials do not offer indexes for author, titles, or skills, which makes searching for specific information or cross-reference of content challenging.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

This title provides high-quality text-dependent and text-specific questions throughout the material. However, after the material guides students to specific areas of the text it seems to abandon them there. There is little attempt at scaffolding or differentiation. The material seems to be geared to the "middle of the road" learner. Vocabulary instruction falls short in its pairing with reading comprehension as new vocabulary is defined by the teacher rather than the student. This approach does not allow students to develop necessary decoding tools they will require in order to properly navigate a text.

Materials provide scaffolding and supports to enable students' learning of English language arts.

Statements of appraisal and supporting evidence:

The title does attempt to provide differentiation suggestions for the teacher in each lesson. These suggestions are clearly outlined in green type in each lesson. However, the attempts at scaffolding and differentiation are lacking. The TG only gives suggestions for what a higher order response should look like, and suggestions for differentiation are limited to ideas such as, "project the prompt" or "provide students with the definition." These types of differentiation do not allow for student achievement and success.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

60%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

The materials are consistent; they are coherent in that there is a clear structure for each module that groups texts by specific focus, such as found in, Module 1: "Reading Closely and Writing to Analyze," Module 2: "How Do Author's Structure Texts and Develop Ideas," Module 3: "Building and Communicating Knowledge Through Research" and are consistent in other sections of all modules. The modules clearly align to certain high school standards, especially the Reading standards from RL and RI 1-5. However, some materials, particularly the Student Journals, do not consistently address specific standards such as the Reading 6 evaluating rhetorical devices, Language standards, Speaking and Listening, and Narrative Writing standards. The Teacher Guide, Grade 9 Standards Map, pp. xxxii-xliv acknowledges that some standards are not addressed in any module W.9-10.3.a-e, SL9-10.2, SL.9-10.3, SL.9-10.5 or are "addressed" in one or two modules but not "assessed" with a closed circle: SL, 9-10.4,SL.9-10.6, L.9-10.4, a-d, L. 9-10.5b.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The lessons are consistent in their structure and layout; they are presented with a module overview that presents the standards that will be addressed, the number of lessons, the texts, and the preparation and materials needed. There is a clear plan from module to module and lesson to lesson. The materials focus on activities that build on student discussion of written text, videos, or other multimedia, note taking in student journals and notebooks, quick writes for formative assessment, and then summative assessments that are nearly always in multi-paragraph written essays.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

The materials offer a Curriculum Map with the standards and checklists for students to track their understanding; however, the Curriculum Map lacks page numbers and description of the standards, which requires teachers to flip to a separate standards map with no cross reference of titles or pages. In the Teacher Guide, the standards are listed and introduced before each lesson; in several instances, however, the activities do not fully address the standards completely, especially in complex, multi-layered standards. The Teacher Guide, Grade 9 Standards Map, pp. xxxii-xliv acknowledges that some standards are not addressed in any module W.9-10.3.a-e, SL9-10.2, SL.9-10.3, SL.9-10.5 or are "addressed" in one or two modules but not "assessed" with a closed circle: SL, 9-10.4,SL.9-10.6, L.9-10.4, a-d, L.9-10.5b. The Narrative Writing Guide is only in electronic form on the website; no student materials are available. The materials do not provide glossaries of literary nor grammar and style terms that may supplement the learning and teaching of the standards.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

This curriculum offers a full year of modules (units) that are made up of curriculum maps, module overviews, formative and summative assessments, lesson plans, tools and handouts, and rubrics/checklists. The extra handouts, rubrics and checklists are helpful to teachers as they allow for collection of data about student progress. Each module consists of a section where students view the upcoming standards, rate their understanding of them, and upon completion of the unit, go back and review personal progress towards mastery.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The curriculum struggles in this area. The literature portions in the materials allow students the opportunities to make strategic use of digital media. As the materials progress to the later modules, technology is limited. Collaborative learning for reading, writing, speaking, and listening can be found embedded in the standards that guide the curriculum. The majority of "listening" skills are found in areas like listening to peers present their ideas, positions, or research. There is very little opportunity provided to incorporate technology into the curriculum in its original form. Some use of technology is alluded to, but overall this area is poorly represented throughout the modules provided.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials provide specific differentiation considerations, which are sections that suggest visuals, tools, practices, models, or adaptations for students who may need extra support. However, these sections do not offer any form of true guided differentiation strategies for upper and lower learners. More experienced teachers would be able to customize this set of materials for individual learners but inexperienced, especially brand new teachers would have a more difficult time customizing the material.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

The material does do this well. Each task includes concepts and terminology for students to learn. They are also given a Common Core chart at the beginning of each Unit to assess where they believe they are regarding mastery of a concept. The tasks within allow for student/teacher and student/student discussions, options for revision, and graphic organizers to evaluate and explore analytic points. The paragraph writing exercises contained within demand that the student be open to and engage in an evaluative process on the research they do. Where the material fails is a lack of introduction of key rhetorical concepts. There is no discussion or listing of the logical fallacies; they are merely pointed out or referenced, but the student has no opportunity to engage with them. This will be a detriment to them when they are asked to spot the flaws in an outside source reasoning.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials provided do not take into account cultural perspectives. In the first half of the material, texts are limited to primarily Caucasian authors from the traditional ELA canon. Students explore authors such as Shakespeare, Emily Dickinson, Poe and Greek tragedy. The non-fiction works do not deal with issues surrounding culture, but focus on finance and nutrition. The student does have the opportunity to learn about cultural concerns in the second half of the material, as they are allowed to choose their own topic to research and present. The material does not give suggestions for differentiation based on cultural perspectives. Further, while there is a narrative workbook, it is primarily for teacher use, covers all grade levels, and does not ask students to explore content from a cultural perspective other than their own.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials provided do not include a culturally responsive lens. Topics contained within are written mostly from Caucasian writers, from a middle class perspective. Teachers would need to use outside sources to enhance the selections and add a cultural perspective, but as is, none are readily present.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 10

Background and experience:

The teacher holds a Level II license and has taught high school English Language Arts for 14 years, including ESL I and II, AP Language, and AP Literature. Additionally the teacher taught middle school for 7 years. Teacher has served with a District Curriculum Writing team for 11th grade English and as English Department Chairperson.

Professional summary of material:

The series has clearly developed materials designed to build rigor through modules that build on student familiarity with fiction to answer questions supported by textual evidence. The materials guide students to reach depth in analysis of characters and interaction of events. As students gain practice with writing, the rigor builds, so students write extended writing assignments to assess their understanding of skills. The materials gradually also include informational texts, and the analysis then shifts to the author's purpose for reading for research and build arguments. The Student Journal offers many tools for gathering useful information and analyzing the evidence. However, for struggling students or students from limited English language backgrounds, the materials do not offer additional language supports or differentiation to help teachers and students. Additionally, the writing models are strictly in the Teacher Guide and lack annotation that could aid novice or inexperienced writers with helpful descriptors in "high performance" writing. For many students, lessons for grammar and conventions are vital to improving fluency and sophistication of ideas, especially for argumentative and synthesis writing. The lack of indexes and glossaries may deter newer teachers from using the materials as a ready-to-use resource.

Reviewer #: 11

Background and experience:

Teacher holds a Level II license and has been a high school level ELA teacher for 7 years, grades 9-12, including AP Language and Composition and AP Literature and Composition. Teacher has served on the Core Curriculum Team in their district for the past two years.

Professional summary of material:

This series strives to offer a curriculum that meets the demands of CCSS through modules, units, and lessons guided by the curriculum standards. The material offers an engaging learning experience for students and guided support for teachers. The majority of instruction is composed of close reading and discussion, annotating, teacher modeling, vocabulary development, and partner/group work. There are detailed curriculum maps provided to guide instruction throughout the entire year. However, this set of materials fall short as far as meeting the needs for upper level and lower level students. SPED and ELL differentiation is clearly missing from the entire curriculum. Much of the guidance throughout the curriculum is reliant on worksheets, unguided peer conferencing, and material that is front loaded by the teacher. Use of technology is suggested, especially during the research process.

Reviewer #: 12

Background and experience:

Teacher holds a Level III license and has been a high school level ELA teacher for 18 years in grades 8-12, including AP Literature and Composition and AP Language and Composition. Teacher is a district coach for technology inclusion and integration.

Professional summary of material:

This series clearly wants to develop the writing skills of the different levels of students. However, its focus is on supporting evidence and explanation, and does not spend ample time on introductions and conclusions, transitions and sentence structure. Simply including a worksheet which addresses certain factors but not giving students the opportunity to practice does not adequately address the needs of the standards. The text selections, while rich, are not diversified and no longer reflect the expectations of cultural understanding and celebration within the classroom. Further, the setup of the Student Journals may be confusing to learners, as they are front-loaded with all of the module's texts with the related activities coming separate from the sample to be analyzed. The suggestions for differentiation for SPED and ELL students are lacking, and often simply suggest the teacher provide the struggling student with the answer. Unit maps are provided, but do not offer a time frame to be followed for the subsequent lessons. The set up of multiple workbooks can also appear overwhelming to both teachers and students. Use of technology is suggested rather than required, and the suggested methods of technology use (word processing, blog posts) are dated.